

### **TO WORKSHOP PARTICIPANTS:**

The following are 3 sample paragraphs for the most common reasons why a student may not meet the full pattern for LD based on the DD/C model. These paragraphs are not meant to be comprehensive and would need to include other data. They are presented as a “starter” paragraph to explain why the student does not meet a specific DD/C pattern marker.

### **DNQ BASED ON NO EVIDENCE OF A DOMAIN-SPECIFIC COGNITIVE WEAKNESS**

Based on the DD/C Model, there are several diagnostic markers that form the pattern of strengths and weaknesses for the determination of a learning disability condition. While Sally has an academic weakness and some variation among her cognitive skills, the low average cognitive areas are not significantly different from her overall ability. A major marker for the LD pattern is that the cognitive weakness/deficit is circumscribed and limited in scope, not pervasive. The domain-specific marker is to signify that the cognitive deficit is the presumed cause of the academic deficit. For Sally, this is not the case, as the cognitive weakness is not different from her overall ability. Therefore, Sally does not exhibit a Pattern of Strengths and Weaknesses associated with a Specific Learning Disability.

### **DNQ BASED ON NO EVIDENCE OF AN UNEXPECTED ACADEMIC WEAKNESS**

Based on the DD/C Model, there are several diagnostic markers that form the pattern of strengths and weaknesses for the determination of a learning disability condition. While Sally does have an academic weakness, this is not unexpected. Her academic performance, even in those areas that are low average, are consistent with her cognitive functioning. Thus, she is performing consistently with what would be predicted based on her overall ability. Sally does not exhibit a Pattern of Strengths and Weaknesses associated with a Specific Learning Disability.

### **DNQ BASED ON LOW OVERALL ABILITY**

Based on the DD/C Model, there are several diagnostic markers that form the pattern of strengths and weaknesses for the determination of a learning disability condition. Sally does not exhibit overall cognitive ability that falls within normal limits. This is a critical diagnostic marker. Sally has several cognitive weaknesses that cumulatively lead to overall low/low average cognitive ability. The GIA on the WJ-III is 78 and based on the scores, the IAe did not yield an alternative cognitive ability estimate as it is unlikely that Sally has average/adequate cognitive ability. Given the absence of this diagnostic marker and the scores obtained, Sally’s pattern is reflective of a general learning difficulty and not a specific learning disability. Sally does not exhibit a Pattern of Strengths and Weaknesses associated with a Specific Learning Disability.